

Fall 8-15-2000

# ENG 1001G-021-037-048: Composition and Language

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# Syllabus

10016-021  
-037  
-048

English 1001G  
Fall Semester, 2000  
Office House: MWF 1-2 p.m.

Instructor: Donald Crawford  
Office: 339F  
Phone: 581-6307

This plan is designed for an eighteen-week semester and features 6 different essay assignments, including a final research paper project. The following materials are also covered: thesis statement and paragraphing strategies (Chapter 13), arguing strategies (Chapter 19), information on writing essay exams (Chapter 23), and chapters on library research (Chapters 21 and 22).

|          |  |
|----------|--|
| Week 1:  | Introduction and Ch. 2 (Remembering Events)                |
| Week 2:  | Ch. 2 Continued  |
| Week 3:  | Ch. 3 (Remembering People)                                 |
| Week 4:  | Ch. 9 (Speculating about Causes)                           |
| Week 5:  | Ch. 9 Continued  |
| Week 6:  | Ch. 5 (Explaining Concepts) and Ch. 13 (Cueing the Reader) |
| Week 7:  | Ch. 5 and Ch. 13 Continued                                 |
| Week 8:  | Ch. 20 (Field Research)                                    |
| Week 9:  | Ch. 20 Continued   |
| Week 10: | Ch. 6 (Taking a Position)                                  |
| Week 11: | Ch. 6 Continued  |
| Week 12: | Ch. 7 (Proposing Solutions)                                |
| Week 13: | Ch. 7 Continued  |
| Week 14: | Ch. 10 (Interpreting Stories)                              |
| Week 15: | Ch. 10 Continued   |
| Week 16: | Ch. 21 (Library Research)                                  |
| Week 17: | Ch. 21   |
| Week 18: | Ch. 21 Continued   |

## Writings

Each paper will be weighed as follows:

|  |      |
|--|------|
| Events-People                          | 5%   |
| Causes                                 | 10%  |
| Field                                  | 15%  |
| Position-Solution                      | 15%  |
| Interpreting                           | 15%  |
| Research                               | 25%  |
| Class Participation-Homework-Exercises | 15%  |
|  | 100% |

(over)

Guidelines for evaluating writing assignments in EIU's English Department sheet will be used as basis for instructor's comments and grade for each assigned paper.

### SMALL GROUP EDITING

Sharing your writing with members of a group is a good way in which to get reader reactions to your paper. In order for those editing sessions to be productive, you will need to do certain things. Use the checklist below as a guide. Remember that everyone in the group plays two roles--writer and reader. As the writer, you are seeking helpful, constructive advice. You want your readers to help you. As a reader, you are obligated to provide that same type of advice to every other writer in the group.

1. One period before the editing sessions, bring to class enough photocopies of your paper so that each member of the group can have a copy.
2. As homework for the editing session, read each group member's paper and then fill out the response sheet. Remember to identify one or two aspects of the paper that seem to need revising.
3. At the editing session, you will take turns reading your papers aloud. After you have finished reading, ask the other members of the group for their specific advice and suggestions. Be sure to ask their advice about any areas of the paper that trouble you. Listen to the group's comments and make notes. Remember to collect your readers' response sheets.
4. After the editing session review your notes and the response sheets of your group. You may not agree with everything that was said, but you do need to weigh each comment and decide which suggestions you will use in revising.
5. Revise your paper, but remember that you are finally the only person responsible for your own work. No one else (not your group or even your instructor) can or should assume that responsibility. No one can tell you "everything" you need to revise. No one can make those changes for you.

Here is an outline of Part I that briefly defines each chapter's assignment:

- Chapter 2: Remembering Events. Students write a narrative that conveys the significance of a past event
- Chapter 3: Remembering People. Students write a portrait that shows the person's importance in their life
- Chapter 5: Explaining concepts. Students investigate a concept and explain it to their readers
- Chapter 6: Taking a Position. Students examine an issue and present an argument to support their position
- Chapter 7: Proposing Solutions. Students analyze a problem and develop a case for their own solution
- Chapter 9: Speculating about Causes. Students analyze a trend or phenomenon and propose possible causes for it
- Chapter 10: Interpreting Stories. Students analyze a short story and provide evidence supporting their interpretation
- Chapter 21: Using and Acknowledging Sources. Students produce final research paper project.

The assignments in Part I move from reflective to informative to argumentative forms of writing. The reflective essays--Chapters 2 and 3 on remembered events and people--stress the exploration of memory and feeling. Students learn to find meaning in personal experience. They also learn to present their experience so that their readers can understand its significance and possibly relate it to their own lives as well as to human experience in general.

The informative essays--Chapter 4 and 5 on the profile and the explanatory paper--shift the focus from the personal and subjective to the public and objective. Students learn to gather, analyze, and synthesize information acquired either first- or secondhand by using invention heuristics (Chapter 11: A Catalog of Invention Strategies) as well as field and library research strategies (Chapters 20-22). In presenting what they have learned to their readers, students learn to organize and pace the flow of information and ideas so that readers' interest is aroused and sustained.

The argumentative essays--Chapters 6 to 10--require students not only to gather and analyze information and ideas but also to deliberate upon them and to present the results of their deliberation in a carefully reasoned, well-supported argument. The position paper (Chapter 6) introduces students to the special rhetorical demands of argumentation. The proposal (Chapter 7) develops the idea that arguing can be a constructive activity, one that enables groups of people to take action together to solve common problems.

Evaluation, speculation about causes, and literary interpretation expand students' reasoning skills and audience awareness. Literary interpretation (Chapter 10) engages students in the challenging task of interpreting stories and finding textual evidence to support their theses.

Any of the informative and argumentative essays in Part I can be used as the basis of a library-research paper project, large or small. Several documented essays are presented and discussed.

### Attendance Policy

Attendance in English 1001C is mandatory. Any absence must be discussed with the instructor. Work missed due to an excused absence will be permitted to be made up.

### Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

### Plagiarism Policy

Please note the English department's statement concerning plagiarism:

"Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including the immediate assignments of a grade of 'F' for the assigned essay and a grade of 'NC' for the course, and to report the incident to the Judicial Affairs Office."

### Writing Center

Please be aware that help is available through the Writing Center in Coleman Hall, Room 301. Students who may need help with a particular writing problem or problems are urged to stop by the center for individual attention. The Writing Center is NOT a proofreading service, however. Do not take an unmarked paper in and expect someone to find all of your errors before you hand in the paper. If you are having difficulty getting started on a particular assignment, or if you know you are weak in a particular area, by all means, stop by the center for help. I may, in fact, refer you to the Writing Center if I detect consistent serious errors or weaknesses in your writing. The Writing Center is not a center for remedial students only. Don't be afraid to ask for help, and do it before it is too late to salvage your grade.

## Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

|                               | A   | B   | C   | D   | F   |
|-------------------------------|---|---|---|---|---|
| Focus                         | Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment                               | Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment      | Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines | Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines | Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment |
| Organization                  | Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion | Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion                              | Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak   | Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion  | Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion  |
| Development                   | Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment   | Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately                       | Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague   | Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed   | Does not develop main idea; may use sources inadequately/inappropriately  |
| Style & Awareness of Audience | Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well                      | Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately | Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated   | Word choices may be inappropriate to purpose or audience; sources incorporated poorly   | Word choices are generally poor; sources are incorrectly or very awkwardly incorporated   |
| Mechanics                     | Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment                            | Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly | Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors   | Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used   | Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used                         |
| Process                       | Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments   | Shows evidence of careful planning and drafting and some attention to peer and teacher comments   | Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback  | Shows only a little evidence of planning and drafting and attention to peer and teacher feedback  | Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback  |

# WRITING A GOOD COMPOSITION

**FOCUS**

**ORGANIZATION**

**STYLE & AWARENESS  
OF AUDIENCE**

**MECHANICS**

**PROCESS**

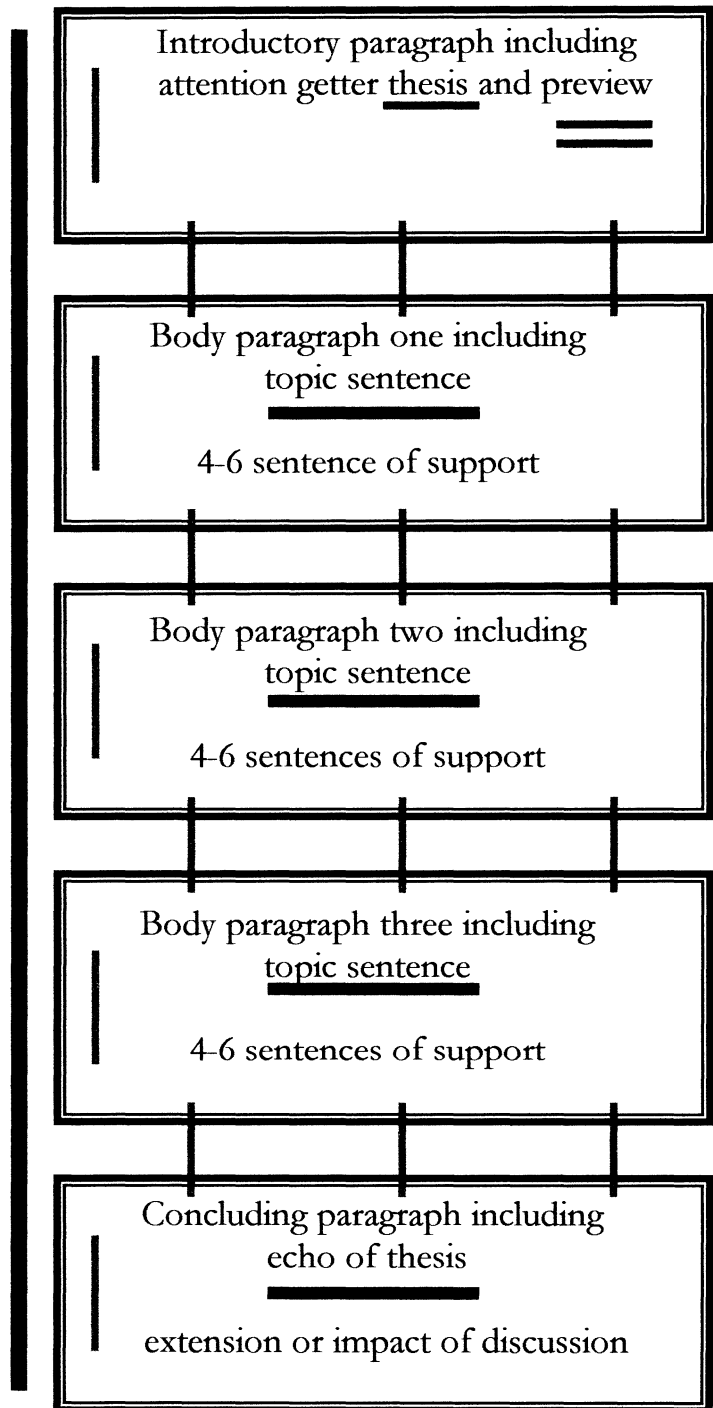


Illustration designed by  
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FIGURE 9: SAMPLE RESPONSE SHEET FOR SMALL GROUP EDITING

PEER RESPONSE SHEET FOR SMALL GROUP WORK

Writer: \_\_\_\_\_ Essay #: \_\_\_\_\_ Reader: \_\_\_\_\_

1. Write a brief statement of the writer's thesis or quote a thesis statement from the paper.
  
  
  
  
  
  
  
  
  
  
2. List the main points that structure the body of the paper. Do those main points coincide with the paragraph divisions?
  
  
  
  
  
  
  
  
  
  
3. List two (2) specific recommendations about the content or the organization of the paper.
  - a.
  
  
  
  
  
  
  
  - b.
  
  
  
  
  
  
  
4. Does the introduction catch your interest? Does it make a clear statement of subject, purpose, and thesis?
  
  
  
  
  
  
  
5. Does the conclusion seem effective? Does the paper conclude or just stop?
  
  
  
  
  
  
  
6. List any minor problems that you noticed in the grammar and mechanics of the essay.



FALL  
**ESSAY POST-TEST, FORM A**

**Directions:** Write an essay on *one* of the following topics. Use standard written English and standard format. (For example, use complete sentences, and observe standard five-space paragraph indentation.)

**Suggestions:** Write on every *other* line (double space), and leave wide margins (one to one and a half inches). This procedure will enable you to make changes neatly and easily. Allow time at the beginning to plan your essay, perhaps by making a brief outline of numbered main points that you plan to discuss. Allow some time at the end of the examination period to read what you have written and to make editorial and proofreading changes.

**Topics**

1. Is mandatory drug testing a threat to individual freedom in America? Defend your position.
2. Describe the most challenging process or procedure that you have witnessed or participated in.
3. Define the term "kindness."
4. Is crime in America a major social problem today? If you think that it is not, defend your position. If you think that it is, present your solution.
5. Describe the best-equipped automobile that you have seen.
6. What is the most impressive (or least impressive) piece of advice anyone has given you?
7. Describe a typical day in your life in such a way that others will wish to live their lives in the same way that you do.
8. Select the sport or hobby that you think should be banned in America and explain why you have selected this particular sport or hobby. If you think that no sport or hobby should be banned, defend the one sport or hobby that you think most people would argue should be banned.